

ENGLISH FOR LEGAL PURPOSES ACROSS LANGUAGES, CULTURES AND SOCIETIES: A LANGUAGE POLICY APPROACH

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Globalisation has fueled debates over the delivery of legal education for “global lawyers” (Faulconbridge & Muzio 2009). Due to the international standing of English, English for Legal purposes (henceforth ELP) has been a thriving field of research, particularly in the last 15 years or so. However, the relationships between ELP and language policy research has attracted little scholarly attention so far. How are ELP provisions dealt with across European universities? What are the main stakeholders? How do they influence course delivery? How do they interact? The present study expands on Spolsky's language management theory (2009) for which language policy themes are determined by the interplay of stakeholders, or agents. On the specific issue of ELP, we will carry out an analysis of the discourse of supranational organisations, namely the Council of Europe and the European Union, States, law faculties, teachers-researchers, law practitioners and students. In line with Rivens-Monpéan (2013), we will analyse the discourse of teachers-researchers and law practitioners across over 100 ELP research papers from a variety of HEI, reflecting a range of countries and cultures and allowing to hear a distinctive, little-researched voice (Norton & Early 2011, Canagarajah 1996). Results show the specificity of ELP compared with other Languages for Specific Purposes. Two issues are particularly acute, namely language ownership, which deals with the variety of English taught, and the issue of power in the delivery of ELP provisions by lawyers and ELP instructors, with implications for teacher training in English and in law, and for university language policy and planning at large.